Procedure of a #FutureLabEU

Note: This overview shows the procedure, the individual exercises and contents of #FutureLabEU. Further information and speech points can be found in the notes of the PowerPoint Presentation (PPT) accompanying #FutureLabEU. All necessary materials - worksheets, profiles, PPT - are freely accessible online. Just follow the following path: www.eurosoc-digital.org → Projects → #FutureLabEU → Teacher's corner

Time	Content	Arrangement, media and material
	Preparation of the room: setting up six group tables, testing PPT and film	
	Information phase	
2 minutes	Welcome: Presenting developer EUROSOC#DIGITAL, sponsor Directorate-General for Agriculture and Rural Development	Frontal lecture Beamer, PC/laptop and PPT ongoing
3 minutes	Explaining the content, process and learning objectives of the project day	Frontal lecture PPT
15-20 minutes	**Optional Exercise 1a: Perspectives of the future** [You can choose this option if you have enough time and the group has a slightly higher level of learning and abstraction]. Giving work order and distributing worksheets "Quotation collection" to the students. Subsequently the questions are discussed. • What perspectives do the quotations have for the future? • What are the perspectives regarding the consequences for personal (and subsequently for political) acting?	Partner or individual work worksheets "Quotation collection"
5 minutes	**Exercise 1b: Policy for the Future Workshop** Reading out the quote (or have it read out). What does Beuys mean by the quote? Who does he address the quote to? What kind of "work order" does he place? Explaining why this is the principle of the event. Possibly drawing parallels to Brexit and the low participation of young people. You can only have an influence if you participate. If not, you have to live in doubt with something you don't want.	Class discussion PPT
20-30 minutes	**Exercise 2: Six factors** Dividing the students into six groups (e.g. by counting). Each group processes a different factor, which is	Group work Work sheets „Six

	represented by different graphics. After dividing the groups, the students are assigned the task:
	   ▪ Understand the graphics! Which development do they show?
	   ▪ Analyze! From the developments presented here what could be the consequences for Europe?
	
	  1. Europe in a changing world
	     ▪ Statistics: Europe's share of world population and GDP declines
	  2. Fundamental change of economy
	     ▪ Statistics: occupational substitutability and changes in the labour market
	  3. Fundamental change of society
	     ▪ Statistics: Europe is ageing, age distribution of farmers
	  4. Growing threats and concerns about security and borders
	     ▪ Statistics: EU commuters and citizens' concerns
	  5. A question of trust and legitimacy
	     ▪ Statistics: Approval ratings, time axis and by country
	  6. The impact of climate change on Europe
	     ▪ Graphics: Regional changes due to climate change
	
	Discussion of the results: One person from each group presents the results. The other students can add consequences or outcomes. The teacher may also give some input.
		Factors"
		PPT

5-10 minutes	**Optional Exercise 2a: Europe 2030** [If, for example, one still has time or has already discussed other social or economic developments, one can still open the question of future developments at this point.] Question to students: Can you think of any other developments that could occur in Europe in the future? Or which will be important for Europe in the future?	Class discussion PPT
5-15 minutes	**Exercise 3: Four slides on urban and rural Europe** Using four slides, the teacher presents some central information about the urban and rural environment in Europe. The contents of the slides could also be developed together with the class. Worldwide population development ▪ Within 100 years the relationship between urban and rural population is reversed. Europe's cities	Frontal lecture or class discussion PPT

	▪ Urbanisation in Europe is particularly high; Europe is characterised by medium-sized and large cities with less than 1 million inhabitants. "Rural exodus" and urbanisation ▪ Europe-wide development, rural exodus is mainly young and female Quote on rural exodus ▪ Summary of the consequences of rural exodus / urbanisation	
5-10 minutes	**Exercise 4: Interview on rural exodus** Dividing the class into three parts (e.g. two of the six group tables) and giving each group one of the questions they should pay attention to when watching the film! What are the reasons for the emigration from Corippo? What is the solution proposed by the three men for the village and how would it turn out? What are the concerns of the locals and former mayor Claudio Scettrini about the idea of turning the village into a hotel? Then you collect the answers and can discuss the proposals and theses.	Individual work and class discussion PPT and loudspeakers for the film
	- Break -	
	Workshop phase	
10 minutes	**Explaining the procedure of the Future Workshop:** Presenting cities and regions, explaining the three steps as well as the writing and discussion rules of the Future Workshop. **Group division:** The class will again be divided into six groups, which may be different than before. **Allocation of profiles:** Each group now receives one of the cities (Paris, Venice, Sofia) or regions (Podlachia, Lusatia, Murau). If you have table signs with the names of the places, you can place them on the respective group tables when distributing the cities and regions.	Frontal lecture PPT City and region profiles Optional: Table signs
45-60 minutes	**Step 1: Critique** ▪ Explaining work order, showing exemplary mind map, possibly explain the method mind map and point out that it is important to write down all thoughts and that the posters do not have to look nice. ▪ The students have a good 45-60 minutes (depending on group size and level) for processing. This step of the future workshop is very important because the students familiarise themselves with	Group work PPT Flipchart paper/posters, pens, masking tape City and region

	their case and collect problems and their consequences with which they then continue to work. ▪ Meanwhile, the teacher can go from group to group or come on call asking questions and giving help. In doing so, you should make sure that the students try to ask themselves again and again what could result from this or what could be the consequences of this development. ▪ The groups should then agree on a maximum of three problems/consequences within five minutes. These problems do not have to be the most important or biggest problems of their case; they can also be smaller challenges.	profiles
	- Break -	
30-45 minutes	**Step 2: Fantasy** ▪ Introduction to the step: Fantasy means fantasy! If necessary, make a reference to the motto of #FutureLabEU ("The future we want must be invented"). ▪ Giving a work order: The students should take new flipchart papers or posters, write down the selected problems there and then find ideas for their solution. It has to be considered that they do not have to think about financing or feasibility. ▪ The students have approx. 30-45 minutes (depending upon group size and level) for the treatment. ▪ Meanwhile the teacher can go from group to group again, ask questions and give help. You should also make sure that students write down all ideas during this step. ▪ The groups should then decide on a few favourite solution (maximum three). If you don't have much time, you can ask the groups to choose only one solution. This way the next step is faster.]	Group work PPT Flipchart paper/posters, pens, masking tape City and region profiles
	- possibly short break -	
25-30 minutes	**Step 3: Reality** ▪ Introduction to the step: Now comes the reality check! ▪ Short input on future technologies: To give students an idea of what technologies will be available in the coming decades, the teacher will present some examples in various areas: Transport, health, energy, networks/robotics and food. ▪ Giving work order: The students should again take new flipchart papers/posters, write their three favourite fantasies on them and then think about how to implement them. What would you have to change or adapt? ▪ The students have approx. 25-30 minutes for the processing; the teacher supports the students	Frontal lecture and group work PPT Flipchart paper/posters, pens, masking tape City and region profiles

	again. The students may also be able to use their mobile phones for research. ▪ Finally, the groups should agree on their best idea, which they present in the "shark tank" afterwards.	
	- possibly short break -	
	Presentation phase	
5-15 minutes	**Exercise 1: Input on Europe and Regions** [The input can be kept shorter or more detailed depending on the available time and previous knowledge of the students]. ▪ Explaining the links between the European and regional/local levels using the example of the Committee of the Regions and the European Structural and Cohesion Policy. ▪ One means of supporting regions are support funds, e.g. the ERDF (European Regional Development Fund) and the EAFRD (European Agricultural Fund for Rural Development). Present these funds and then move on to the "Shark tank" pitch because the students that have worked on cities are trying to get ERDF funding and the students that have worked on regions are pitching their idea to the EAFRD.	Frontal lecture, possibly class discussion PPT
10 minutes	**Exercise 2: Preparing for the "Shark tank".** The "Shark tank" is a TV programme in which people present their inventions or business ideas to a jury in order to find investors. Similarly, the groups present their best ideas to the other students, who decide whether they want to promote the ideas or not. Work assignment: The groups should consider how they would like to pitch their idea. They can also design a new poster or use the posters from the Future Workshop. They can present as a group or alone.	Group work Flipchart papers, posters, pens
15-20 minutes	**Exercise 3, option a: "Shark tank"** ▪ The students present their ideas one after the other, the others can ask questions and then decide whether the project will be supported or not. ▪ For voting, either green and red voting cards or simple hand signals can be used.	Frontal lectures Masking tape Optional: green/red voting cards
45-60 minutes	**Exercise 3, Option b: Presentation of the pitches in the presence of the political guest** ▪ Introduction of the political guest ▪ The students present their ideas, a vote takes place, and the political guest can perhaps still give an assessment. ▪ After the performance you guide the conversation with the guest.	Frontal lectures and class discussion Masking tape Optional: green/red voting cards

10-15 minutes	**Exercise 4: Reflection and Evaluation**
	According to one's own wishes and the embedding of the Future Workshop the follow-up can be designed very freely. The class can be asked questions to discuss in small groups or in a plenary session or short evaluation methods (such as 5-finger evaluation) or flashlight can be used.
	Possible questions for debriefing:
	    ▪ How did you like the day? How do you like the Future Workshop method? Did you find a step easier/more difficult?
	    ▪ What did you learn? Have you learned anything new about Europe? What are the central factors for the future of Europe? Why is common European exchange/action important?
	    ▪ Where do you see each other in 2030/2050? What will your school / home town or region look like in 2030/2050?
		Class discussion, small groups or individual work
		Possibly paper, pens

	Dialogue phase	

45-60 minutes	If the political guest is not present during the presentation phase (as in most of our tests), then the conversation with the political guest follows.
	    ▪ The political guest is briefly introduced.
	    ▪ Students can present their ideas to the guest, ask questions about Europe, future, urban/rural areas, education, youth, etc.
		Class discussion

	Optional end: group photo (with political guest) and EU flag	Optional: EU flag